

Unit 1 Title: Learning for Life

Lesson Title: Progressing Toward Graduation

Lesson: 5 of 6

Grade Level: 11

Length of Lesson: 50 minutes

Missouri Comprehensive School Counseling Big Idea:

AD.4: Applying skills needed for educational achievement.

Grade Level Expectation (GLE):

AD.4.B.11: Consistently utilize a self-management system and adjust to increased academic demands.

American School Counselor Association (ASCA) Mindsets and Behaviors:

Academic Development

Materials (include activity sheets and/ or supporting resources)

Personal Plans of Study and credit checks

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: Gather, analyze and apply information and ideas 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
	Goal 2: Communicate effectively within and beyond the classroom
X	Goal 3: Recognize and solve problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems
X	Goal 4: Make decisions and act as responsible members of society 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals 8. Explore, prepare for and seek educational and job opportunities

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)

Specific Skill(s)

X	Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	

	Fine Arts	
--	-----------	--

Enduring Life Skill(s)

X	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will review and evaluate his/her *Personal Plan of Study* and credit checks to ensure progression toward meeting graduation requirements and postsecondary goals.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE.

Assessment can be question answer, performance activity, etc.

Students will engage in a self-assessment of the alignment of graduation requirements, post-secondary goals with the courses they have completed and the grades they have earned to make sure they will graduate on time.

Lesson Preparation**Essential Questions:**

What do I still need to do in high school to be successful and attain my goals after graduation?

Engagement (Hook): Have students write a short paragraph that, in general, states what they will be doing after graduation. Have volunteers share their information with the class. Ask those students who shared to explain how they will go about doing what they wrote about.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<ol style="list-style-type: none"> 1. Ask volunteer students to describe how they plan to achieve graduation goals. 2. Discuss the possible options students have after graduation. Four-year College/ University, Two-year College/Technical School, Work, and the Military. Ask students to indicate, if they have not already, which one of those areas they are planning on going into after graduation. 3. Class discussion over what has to be accomplished in high school in order for their goals to be attained. 	<ol style="list-style-type: none"> 1. Students will read their paragraphs and describe how they plan to attain those goals. 2. Students write down which of the four areas they will be going into after graduation and how that choice will help them attain the goals they identified in #1. 3. Students give suggestions as to what they need to do in order to meet their post-secondary goals.

4. Pass out student <i>Personal Plans of Study</i> and credit checks and go over the plans with the students.	4. Students will review information on their plans and adjust their plans according to what their post-secondary plans are.
5. Have students list what they need to do in order to graduate and prepare themselves for their post-secondary goals.	5. Students list what they still need to do to graduate and prepare for future education or training.

Teacher Follow-Up Activities

Teachers may choose to have their students write a short paper that will outline their goals and describe the steps needed to attain them.

Counselor reflection notes (completed after the lesson)